

DRAFT Portfolio

Wisconsin Cooperative Education Skill Certification Family & Community Services

Coop Areas Completed

Family and Community Services Student Content & Skill Standards June 30, 2002

Several groups participated in the development and refinement process over the last three years. Oversight Committee, selected reviewers, and project staff. The following tools were used as the basis for developing and refining the 12 content and skill standards areas, including those developed by the National Skill Standards Board Project: "The Community Support Skill Standard Project"; the National Standards for Family and Consumer Sciences (Standards 7, 3, & 5); and the UW-Extension's Home Visitor Standards. References available upon request

Family and Community Services Curriculum, which is correlated with the attached student content and skill standards, will undergo formal field testing during 2002-2003. For more information, contact the State Project Consultant Sharon Strom at 608/267-9088 or sharon.strom@dpi.state.wi.us.

Start Date _____

End Date _____

Student Information

Student

Phone

School

Phone

Teacher Coordinator

Phone

Workplace Mentor

Phone

Other Information:



Family & Community Services Skill Standards Rating Scale

- 3 Proficient—able to perform entry-level skills independently.
 2 Intermediate—has performed tasks; however, may need additional training or supervision.
 1 Introductory—is familiar with process but is unable, or has not had the opportunity, to perform task; additional training is required.
SB School Based
WB Work Based

Description of Skills	Rating Scale			Initials		Comments
	3	2	1	SB	WB	
PART ONE: Program & Employee Development refers to the knowledge and skills needed to support the mission and practices of the organization and to be a contributing member of the organization.						
17 competencies must be achieved at level 2 or 3						
<i>Understand the organization, and help set priorities to ensure quality</i>						
1. Explain the mission statement and general practices of an organization, including priorities, reviews, evaluation.						
2. Assist with interpretation of the meaning of employment policies						
3. Recognize the functions of various departments in the organization						
<i>Incorporate equity principles* into daily practices and interactions at the workplace.</i> (*Equity refers to non-discrimination on the basis of sex, race, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, or learning disability.)						
4. Define sensitivity issues						
5. Identify policies and practices related to sensitivity issues						
6. Analyze one's own level of sensitivity						
7. Locate resources on equity issues						
<i>Assess job attitude and job performance</i>						
8. Participate in supportive supervision/mentoring						
9. Interpret feedback from others						
10. Set new learning goals to improve job performance						
11. Evaluate goal accomplishment						
<i>Participate in relevant professional development opportunities</i>						
12. Seek and accept co-worker support						
13. Communicate professionally with other staff						
14. Seek feedback from one's mentor/coach						
15. Prepare career portfolio						
16. Recognize professional organizations that contribute to career development						
<i>Observe development of departmental spending plans</i>						
17. Define basic budget and financial terms						
18. Interpret financial documents						
19. Explain different types of revenue streams to an organization						
PART TWO: Career and Educational Support refers to the knowledge and skills needed to mobilize the resources and support required to help participants reach their career and educational goals						
9 competencies must be achieved at level 2 or 3						
<i>Explore participants' vocational and educational interests and aptitudes</i>						
1. Identify career exploration resources						
2. Examine various vocational interests and aptitude tests						
3. Assist with interpretation of test data						
<i>Support participants in developing employability skills</i>						
4. Explain various skills involved in finding and keeping a job						
5. Describe different methods to market oneself						
6. Demonstrate interviewing skills						
<i>Support participants in identifying job and training opportunities</i>						
7. Assist in investigation of local labor market information						

<i>Description of Skills</i>	Rating Scale			Initials		<i>Comments</i>
	3	2	1	SB	WB	
8. Assist others in contacting local employers						
9. Identify available employment and rehabilitation support agencies						
10. Assist others with connecting to continuing education opportunities						

PART THREE: Communication refers to the knowledge and skills needed to establish collegial relationships

10 competencies must be achieved at level 2 or 3

Use communication skills to build rapport with others

1. Listen actively						
2. Communicate clearly in a variety of situations						
3. Give, receive, and act upon feedback						
4. Demonstrate appropriate sensitivity to cultural diversity						
5. Show respect for others through socially acceptable behavior						
6. Demonstrate conflict resolution skills						
7. Use nonverbal cues from others to determine the meaning of other's communication						

Use communication appropriate to participants' needs

8. Demonstrate appropriate communication skills in a variety of situations, both oral and written						
9. Use self-assessment tools to document one's own communication skills						

Use appropriate vocabulary to ensure participant understanding

10. Explain technical terminology						
11. Adjust vocabulary to fit a particular situation or participants' level of communication						

PART FOUR: Documentation refers to the knowledge and skills needed to manage organizational documentation requirements

8 competencies must be achieved at level 2 or 3

Maintain accurate records in a timely manner

1. Record data accurately, objectively, and neatly						
2. Write coherent, objective statements						
3. Manage time so that documentation requirements are met						

Maintain standards of confidentiality and ethical practice

4. Inform others of their rights						
5. Describe legal requirements related to confidentiality						
6. Protect others' confidentiality						

Maintain information and technology literacy skills

7. Retrieve and organize useful information						
8. Use computers and other methods and tools to organize and retrieve information						
9. Evaluate current documentation processes						

PART FIVE: Education, Training, and Self-Development refers to the knowledge and skills needed for self-improvement and pursuing further education/training

8 competencies must be achieved at level 2 or 3

Complete required training, education, or certification to continue professional development

1. Identify opportunities to improve personal and professional competence						
2. Complete plans for professional development						
3. Attend continuing education seminars, workshops, or meetings						
4. Meet coursework and training requirements						

Recognize personal strengths and limitations, and set new learning goals

5. Identify personal strengths and limitations						
6. Accept constructive criticism about performance						
7. Apply suggestions for improvement						
8. Reflect on results of improvements						

Exchange new information with peers and co-workers

Description of Skills	Rating Scale			Initials		Comments
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9. Present information about new developments and resources						
PART SIX: Community and Service Networking refers to the knowledge and skills needed to assist the participant in identifying and gaining access to support systems 9 competencies must be achieved at level 2 or 3						
<i>Assist the participant in making connections to community support systems appropriate to their needs/goals</i>						
1. Collect information about participant needs/goals and a variety of support systems						
2. Assist with identification of personal and community support systems						
3. Support participant in making community contacts						
<i>Compile lists of community resources related to participant needs</i>						
4. Identify community resources that support participant needs/goals						
5. Provide useful information in a timely manner						
6. Assist participants in identifying resources						
<i>Ensure participant access to needed community resources</i>						
7. Identify potential obstacles to assessing community services						
8. Share information about community resources with staff						
<i>Network with community agencies related to participant needs/goals</i>						
9. Contact community agencies to increase outreach and use of available services						
10. Record contacts and information about community resources responsive to participant needs/goals						
PART SEVEN: Participant Empowerment refers to the knowledge and skills needed to advocate for the individual(s) being served, including the support and information necessary to build self-esteem, assertiveness, and decision-making so that participants can lead self-determining lives. 15 competencies must be achieved at level 2 or 3						
<i>Support the participant to develop strategies, make informed choices, follow through on responsibilities, and take risks</i>						
1. Assist with identification of alternatives						
2. Assist with identification of potential barriers						
3. Assist in weighing specific courses of action and making informed choices						
4. Describe examples of conflicting interests						
5. Use problem solving skills to resolve potential conflicts						
<i>Design support services that will assist to accomplish participants in achieving their goals</i>						
6. Involve team members in goal setting						
7. Assist team members in making informed choices						
8. Assist in structuring meetings						
<i>Support participants' self advocacy</i>						
9. Identify self-advocacy methods and techniques						
10. Reinforce positive assertive behavior						
11. Provide information to participants about peer support and self-advocacy groups						
<i>Provide information about human, legal, and civil rights</i>						
12. Search for current information						
13. Assist others in using information to make life and work decisions						
14. Investigate the specific steps to follow in making a referral						
15. Involve team members in goal setting						
16. Assist team members in making informed choices						
17. Assist in structuring meetings						
PART EIGHT: Advocacy refers to the knowledge and skills needed to identify and use strategies that address public policy issues that relate to children and families. 7 competencies must be achieved at level 2 or 3						
<i>Determine relevant public policy issues</i>						
1. Explain the advocate's role in addressing public policy issues						
2. Investigate all aspects of a specific public policy issue						

Description of Skills	Rating Scale			Initials		Comments
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Use information about laws, services, and community resources						
3. Determine the agency policies and laws related to specific public policy issues						
4. Explain relevant policies and laws to others in a clear, concise manner						
Identify barriers to accomplishing public policy goals						
5. Describe the barriers to accomplishing particular public policy goals						
6. Explain procedures for overcoming barriers						
Inform community members about policies and services						
7. Develop an illustrated presentation that informs others about agency policies and services						
8. Present information to others about agency services and policies						
PART NINE: Assessment refers to the knowledge and skills needed to use formal and informal assessment.						
9 competencies must be achieved at level 2 or 3						
Inform participants about the assessment process prior to collecting relevant information						
1. Describe different types of assessments						
2. Explain the assessment process						
3. Explain the purposes/benefits of assessments to the participants						
Use assessments to determine the needs, preferences, and capabilities of the participants						
4. Demonstrate understanding of formal assessment						
5. Schedule assessments						
6. Assist with completion of assessment tools						
7. Assist with interpretation of results						
Communicate assessment results and recommendations						
8. Assist with explanation of results and recommendations in a clear and understandable manner						
9. Describe confidentiality guidelines in federal/state statutes/regulations and agency policies						
10. Follow confidentiality guidelines						
PART TEN: Life Skills Development refers to the knowledge and skills involved in matching specific resources and interventions based on participants' needs/goals						
17 competencies must be achieved at level 2 or 3						
Assist participants in meeting their physical and personal management needs/goals						
1. Show sensitivity to others						
2. Teach skills related to physical and personal management						
3. Respect participants' privacy, autonomy, and dignity						
4. Attend to participants' safety						
5. Assist participants in taking action						
Assist the participant with household management and transportation needs						
6. Respect others' priorities, values and cultures						
7. Build on others' skills and experiences						
8. Assist with development of household management plans						
9. Assist in finding and using different types of transportation						
Assist with equipment needs and therapies						
10. Assist in identifying, securing, and using equipment and therapies						
11. Respect others' preferences for equipment and therapies						
12. Assist in obtaining adaptive equipment						
13. Assist in arranging therapies						
Support participants in developing friendships and other relationships						
14. Respect others' preferences regarding relationships						
15. Support others when they dissolve destructive relationships						
16. Record examples of participant choices						

Description of Skills	Rating Scale			Initials		Comments
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Assist participants in communicating their expectations and needs to support staff						
17. Assist participant in obtaining support services						
18. Provide information on recruiting, interviewing, and selecting staff						
19. Assist supervisor in managing and training support staff						
PART ELEVEN: Facilitation of Services refers to the knowledge and skills needed for participatory planning and implementation of plans 14 competencies must be achieved at level 2 or 3						
Maintain collaborative professional relationships with the participant and all support team members, including family/friends						
1. Participate as a team member, contributing to group efforts						
2. Recognize personal limitations						
Uphold high ethical standards						
3. Demonstrate integrity/honesty						
4. Choose ethical courses of action						
5. Recognize personal biases						
6. Show sensitivity to others' needs/goals						
7. Demonstrate sensitivity to cultural differences						
Cooperate in the development of individualized action plans						
8. Assist participant with identification of problems and barriers based on needs/goals						
9. Assist with skill building related to planning						
10. Guide participant in developing individualized action plans						
Facilitate the implementation of individualized action plans						
11. Demonstrate support during implementation process						
12. Demonstrate mentoring skills						
Participates in the review of individual outcomes						
13. Organize results of individualized action plans						
14. Record feedback from participant and support team about successes and areas that need improvement						
15. Make suggestions to the supervisor about results						
16. Assist with development of new plans						
PART TWELVE: Crisis Prevention and Resolution refers to the knowledge and skills needed to address potential crises 7 competencies must be achieved at level 2 or 3						
Understand crisis prevention and resolution techniques						
1. Identify a potential crisis situation using resources and agency protocols						
2. Determine alternative techniques to prevent potential crises						
3. Identify appropriate community crisis support systems (emergency services)						
4. Develop a list of community resources related to prevention						
Develop a plan to prevent or resolve a crisis						
5. Practice implementing a plan to address a specific crisis situation						
6. Evaluate plan and make necessary adjustments						
7. Assist with the completion of reporting forms consistent with agency regulations						
8. Identify strategies for avoiding potential crises in the future						